DOCUMENT RESUME

ED 181 936 JC 780 555

TITLE Planning Charrette I: Master Plan 78.
INSTITUTION Anchorage Community College, Alaska.
PUB DATE Nov 77
NOTE 68p.; Several pages of the original document were deleted due to irreproducibility

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Planning; *College Role; *Community Characteristics; Community Colleges; Educational Objectives; Educational Philosophy; *Institutional Characteristics; *Junior Colleges; *Long Range Planning; School Community Relationship; Workshops
IDENTIFIERS Charrettes

ABSTRACT

The background information used by the participants of a two-day, intensive planning session (or charette) conducted by Anchorage Community College (ACC) is presented. The charette, held in November, 1977, was to develop a statement of philosophy, mission, and overall goals for use in the creation of a five-year master plan. After introductory material outlines the objectives of the session and identifies the role of the charette in the college's master planning process, a series of questions are provided for use by the participants in discussing the college's community orientation; suggested answers are provided for each question; and space is allowed for participants to contribute their own ideas. Existing statements of philosophy, mission, and goals excerpted from ten sources are followed by a discussion of the consequences of adopting ten key goals and the potential conflict that exists between them. The second section of the document provides background information on: (1) the ACC service area, (2) the history of ACC, (3) Anchorage educational institutions, (4) population trends, (5) community characteristics, (6) community needs, and (7) ACC programs, enrollment, and student characteristics. Data tables are provided. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181936

MASTER PLAN 78

Anchorage Community College

Planning Charrette I

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Edward Cordova
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

November 4 - 5 , 1977

Sponsored by--

A.C.C. Master Planning Steering Committee

Consultants--

Tadlock Associates, Inc.
Los Altos, California

JC 780 555

AN INTRODUCTION TO THE CHARRETTE

Charrette (shär-ret') is from the French noun meaning cart. Used in architecture, en charrett (by cart), for an intensive critique and planning session.

At the Ecole des Beaux-Arts in Paris, student architects collected their project materials for final jurying by the faculty and were pulled in a cart (charrette) to their examination place so that they could make final corrections along the way. In a kind of intensive planning process, the other architectural students who pulled and pushed the cart would join their talents and backgrounds to help critique and redesign the preliminary architectural plans and solutions their colleague would be presenting. This group process resulted in plans and programs superior to those that did not encourage such scrutiny.

In time, the charrette process came to be used by professional architects who would call others in to help critique a plan for its effectiveness in solving the problem at hand. Thus the charrette brought a number of talents, interests, biases, and resources to bear at one time on an important problem.

This intensive group planning process has been adapted to educational and community planning by Tadlock Associates, Inc. (TAI). It brings together persons who have a vital interest in the plan or program or facility which is to be the end product. It is a planning mechanism which allows a large pool of varied talents to study and develop simultaneously a plan to yield a positive result in a very short time.

This charrette brings together college personnel, advisory committee members, representatives of government, education, business and industry, labor, native corporations, community groups and planners. The purpose: to develop for Anchorage Community College the first draft of a statement of its philosophy, its mission and its overall goals.

A philosophy statement is a one to two page summary expressing the basic beliefs that prevail at a particular institution, beliefs, for example, about education being either a privilege or a right, or about the meaning of the word community in community college.

A mission statement is a one-sentence statement expressing in broad, general terms the overall function and purpose of the institution.

A statement of goals is a series of short sentences stating the specific aims by which the college's mission is to be achieved.

The Mission Task Force, a nine member group made up of students, faculty and administrators, has prepared for you background material relevant to your consideration of the key issues involved in developing these statements.

Developing these statements will be the first major step toward the creation of a Five-Year Master Plan. The future direction of Anchorage Community College will be shaped, in large part, by them.

THE MASTER PLANNING PROCESS

With the growth of enrollment at the college and the projected growth of the city of Anchorage, the new President of ACC and his administrative staff determined that long-range planning was necessary. A California consulting firm, Tadlock Associates, Inc. was hired in the summer of 1977 to assist the college in developing a five-year master plan. Financed by a grant from the State of Alaska Department of Education, the planning process began with the selection of a 10-member Master Planning Steering Committee (MPSC). Members include administrators, faculty, students and classified staff. The MPSC will direct the planning through to completion in March of '78.

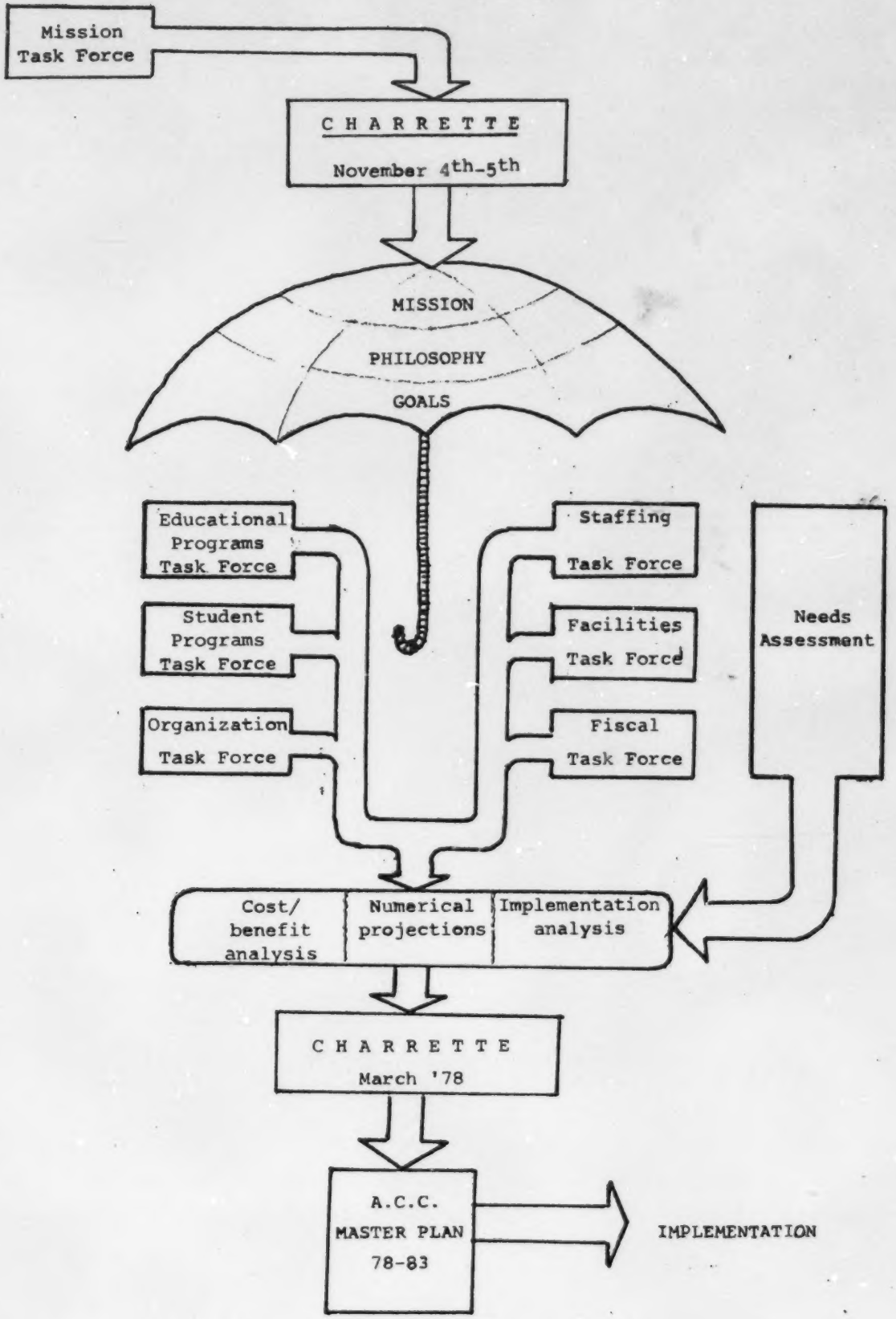
The complete planning process is depicted in the diagram on the next page. The task of this charrette will be to develop the umbrella part of the diagram - the statement of philosophy, mission, and goals for ACC.

A Task Force, depicted in the upper left hand corner of the diagram, has prepared a report to assist you in "thinking through" the issues involved in deciding what the college's philosophy, mission, and goals ought to be.

After this charrette develops the philosophy, mission, and goals, the next steps will be:

1.) TAI writes a report summarizing the results of Charrette I.

THE MASTER PLAN PROCESS



2.) Report is circulated for review by all charrette participants, the MPSC, and college personnel. (Results of this review will be considered at the 2nd charrette.)

3.) Six College Task Forces, one each for staffing, education programs, fiscal, student programs, organization, and facilities (depicted directly under the umbrella in the diagram) will prepare reports for use by participants in Charrette II. These reports will contain recommendations for operational philosophies in each of the six areas. Concurrent with this effort, the planning staff will initiate an assessment of specific community needs.

4.) The planning staff will then analyze the statements of the Task Forces in light of needs assessment and other planning data. Analysis will include numerical projections of enrollment, staffing, finances and the relationship of these to needs; identification of conflicts between differing goals and philosophies. The results of the review of the statements developed by the first charrette, along with an outline of any operating goals requiring modification of the original charrette statement will be included.

5.) The planning staff, under the direction of the Master Planning Steering Committee, will distribute the analysis along with the Task Force reports to the Charrette II participants.

6.) Charrette II participants will develop the master plan. The planning staff will prepare the draft copy of the master plan.

7.) After further review, the master plan will be prepared for the Board of Regents consideration for adoption.

SECTION A

PHILOSOPHY, MISSION, & GOALS

MASTER PLAN 1978
Task Force Report

A GUIDE TO PREPARING A PHILOSOPHY, MISSION, AND GOALS STATEMENT FOR ANCHORAGE COMMUNITY COLLEGE

Charrette I

Date: October 20, 1977

Task Force Members

Bob Douglas, Instructor
Dewey Ehling, Administrator
Mary Jo Hotchkiss, Instructor

Roger Ingram, Instructor
Jim Kelly, Student
Janet McMullin, Counselor

Clay Nunnally, Instructor
Bill O'Mahoney, Administrator
Becky Patterson, Instructor

Georgia Logan, TAI Consultant

TABLE OF CONTENTS

I. WHY HAVE A STATEMENT ABOUT PHILOSOPHY, MISSION, AND GOALS?

II. ADOPTING A COMMUNITY ORIENTATION

III. EXISTING STATEMENTS AND OTHER POSSIBLE SOURCES OF INFORMATION ON PHILOSOPHY, MISSION, AND GOALS

IV. CONSIDERATION OF THE CONSEQUENCES OF ADOPTING CERTAIN KEY GOALS: AREAS OF POTENTIAL CONFLICT AND ALTERNATIVES FOR RESOLVING THEM.

V. SUMMARY

Definition of Terms:

Philosophy Statement--one to two page summary expressing the basic beliefs that prevail at a particular institution; beliefs, for example about education being either a privilege or a right, or about the meaning of the word community in community college.

Mission Statement--a one-sentence statement expressing in broad, general terms the overall function and purpose of the institution. i.e. "to provide equal opportunity for all"

Statement of Goals--a series of short sentences stating the specific aims by which the college's mission is to be achieved.

I. WHY HAVE A STATEMENT OF PHILOSOPHY, MISSION, AND GOALS?

An answer to this question emerged from our experience on this task force composed of faculty, administrative, and student representatives. The group met two times a week over a four week period. In addition, substantial amounts of each member's time were spent in individual thought, research of key documents, interviews, and organization of the results into this written report.

Out of this effort, along with periods of frustration and confusion, came an understanding, comraderie, and commitment to the community college in Anchorage. We prepared this report as a way to assist you in thinking both creatively and realistically about Anchorage Community College and hopefully this information will not limit your efforts to explore the future direction of the college. We sincerely hope our report will assist you in that task.

II. ADOPTING A COMMUNITY ORIENTATION

This section starts with several related questions[1] partly answered. We encourage you to complete them as the basis for determining the philosophy, mission, and goals statement. These questions focus on the clients of our organization; and, for us, this community orientation is central to our purpose and should help bring us from the necessarily abstract language of philosophy and mission to more concrete statements about our goals.

A. Questions Related to Adopting a Community Orientation

1. "Who are our customer-clients--and who should they be?"

   Our thinking produced the following list. We have left a space at the end for your additions and comments.

   - People who want Associate Degrees
   - People who want skills to get a job
   - People who are in institutions
   - People who want personal enrichment
   - People who are Natives
   - People who are senior citizens
   - People who want to upgrade skills for job advancement
   - People who are gifted high school students
   - People who want to learn to needlepoint or photography
   - People in special interest groups
   - People who want to learn to tune up their car
   - People who are handicapped

[1] Peter F. Drucker, Management, New York: Harper and Row, 1973.

2. "What is of value to our customers and what are some of their unmet needs?"

Our thinking produced the following list. Again, we have left a space at the end for your comments and for additions.

- flexibility--on the customer's terms in scheduling, location, and program content
- accessibility of location, of information and of college personnel
- wide variety of class offerings
- outreach programs
- counseling
- social activities to generate cohesiveness
- low cost
- non-threatening, supportive environment
- challenging course work
- hassle free registration
- continuity between high school and college, and college and university
- high academic standards
- more special interest course offerings
- ombudsman function
- orientation on an ongoing basis
- integration among programs and courses
- academic advising
- cultural activities
- clear and efficient policies and procedures for admission, refund policy, etc.

3. "What are the changing demographic, social, economic, and technological conditions that will affect our clients, ACC, and the future of our organization?"

   Elsewhere in the report information is available on racial distribution by communities, the industry classification of employed adults in the community, annual household income by communities and distribution of educational attainment by communities as well as some information about characteristics of the present student body. We anticipate that the needs assessment also will address this question. Below is a space for your comments and suggestions.

From working through these three related questions, we hope you can get a better understanding of the term community and the customers-clients we serve. Most all of our responses to these questions need research and client assessment for verification, but even so the wide range of types of clients served by the community college becomes apparent from our responses.

B. What Does This Community Orientation Suggest About Our Basic Philosophy in a Democracy?

- that each person is of value
- that each person in a democracy has both the right to an opportunity to satisfy his/her own needs and wants and the responsibility to assist others to have that same opportunity.

C. What Do We Mean When We Refer to "Needs and Wants"?

Needs and Wants:

- are internal conditions of individuals and recognized as the difference between the desired and actual state of being
- are not clearly separable
- are most accurately represented when they can be self-defined by individuals
- are never constant for an individual and, in fact, change over a lifetime
- are directed towards goals, which are external to individuals
- while individuals may have some unique needs and wants, there are certainly groups of residents that have common needs and wants.

D. What Conclusions May We Draw About the Role of the Community College Given This Definition of Needs and Wants?

-- The role of the community college is not to establish the needs to satisfy but rather to find ways of accurately assessing those needs and then to look for ways to satisfy them.

-- There is no basis for emphasizing one program as essential and other programs as secondary because they meet only the wants and desires of residents.

-- If wants and needs are subject to change, then programs may need to be modified, dropped, and replaced over time.

-- The Community College should develop alternative means and goals that can be offered as a choice for clients.

-- A deliberate effort by faculty, counselors, and staff will be needed to keep residents informed about the consequences of goal choices offered by the Community College.

-- The Community College should seek out groups of residents who may have similar needs and wants as potential clients.

-- Finally, the role of the Community College must be to encourage students to identify their own needs and wants, choose goals, and accept responsibility for the choices they have made.

III. EXISTING STATEMENTS AND OTHER POSSIBLE SOURCES OF INFORMATION ON PHILOSOPHY, MISSION, AND GOALS

In this section we have provided a number of quotes from existing documents to give an idea of what the official college position in areas relevant to philosophy, mission, and goals has been.

We have then added a few other quotes and paraphrases from documents we thought contained ideas worth considering. After these, we categorize under either philosophy or goals statements the ideas that, in our judgment, were most central to consider in determining what the philosophy, mission, and goals should be.

A. Sources Consulted:

Catalogs
ACC 1971-72, 1973-74
UAA 1974-1979

Community College Administrators' letter to Alaska Commission on Post-Secondary Education, December 9, 1976

Dr. Bill Stewart's 17 objectives for ACC letter to Tim Tilsworth, August 26, 1977

University of Alaska, Southcentral Region Self-Study, September 1974

Academic Development Plan for the University of Alaska, 1975

Study of Statewide Management of the University of Alaska System: Report of Management Team to Interim President and Board of Regents

Action in Alaska: Proceedings, Spring 1977

Robert E. Hiatt, "Quality Education - What is it?" Academic Development Plan, 1975

Preamble to the Faculty Contract Agreement between the University of Alaska and the Alaska Community College Federation of Teachers, Local 2404 AFL-CIO, effective April 1, 1977

B. Selected Quotes:

Source: Catalogs 1971-1979

-- Anchorage Community College is an open-door college which exists to meet the needs of its students.
(ACC Catalog 1971-72)

-- The basic purpose of the Anchorage Community College is to provide educational opportuinities to people--all people.
(ACC Catalog 1973-74)

-- The Community College provides a variety of career education programs, adult basic education, work for completion of a general equivalency diploma, and a range of cultural interest courses, in addition to its academic programs for associate degrees and work toward the baccalaureate degree.
(UAA Catalog 1974-75)

-- Anchorage Community College provides the first two years of academic programs for associate degrees of work toward baccalaureate degrees, in addition to a variety of career education programs, continuing education programs. It is operated in the tradition of open-door community colleges in cooperation with the Greater Anchorage Area Borough School District.
(UAA Catalog 1975-76)

-- The University of Alaska, Anchorage, has evolved as a strongly student- and community-oriented institution. In the early 1950's, the first upper division programs were offered at adjacent military bases through the Universtiy of Alaska System while lower division were offered through the Anchorage Community College. Anchorage residents wanted more degree options to enhance their own lifestyles and job opportunities. In response to this interest, the Board of Regents of the University of Alaska Statewide System of Higher Education established a full-scale university program in Anchorage.
(UAA Catalog 1977-79)

NOTE: From 1954-1973, ACC had its own catalog. In 1974, ACC and UAA were combined, each with its own section. In 1977 no mention of ACC as a separate unit occurs.

SOURCE: Excerpts from Dr. Stewart's 17 Objectives for ACC Letter to Tim Tilsworth, August 26, 1977.

-- ACC will provide opportunities for its students to gain compentency in the basic skills of reading, writing, computing, spelling, listening, and anyalyzing.

-- ACC will provide opportunities for its students to gain an understanding and appreciation of our cultural heritage; the arts and humanties; physical and mental health; analytical, scientific and creative processes; the processes of individual development and skills of socialization, etc.

-- ACC's learning opportunities will be open to all who seek to benefit from the experience, although entrance to some programs must be limited by job opportunities, physical facilities, or academic qualifications.

-- ACC will start to offer a comprehensive program of community services including cultural, recreational and civic activities which are in response to the expressed needs of residents.

-- ACC will strive to provide learning opportunities to serve its public, both in a greater percentage of Anchorage residents served and in the quality and effectiveness of its educational systems.

-- ACC will continue to search for creative, innovative, and at times, risk-taking programs which will meet the needs of the highly diversified ethnically and radically various, and ecomonically heterogeneous residents of ACC's urban and suburban communities.

-- ACC will give greater emphasis to a curriculum responsive to the changing educational needs of its residents.

SOURCE: Excerpts from Anchorage Community College Administrators' letter to Alaska Commission on Post-Secondary Education, December 9, 1976

-- The Carnegie Commission favors the comprehensive community college . . . as against more specialized two-year colleges. The comprehensive college provides its students with a wider range of options.

-- Community colleges should be available to all persons throughout their lives.

-- Community Colleges should remain two-year institutions.

-- The Carnegie Commission supports open access to the "open-door" college for all high school graduates and otherwise qualified individuals. The community colleges have a particular role to play in assuring equality of opportunity to all Americans.

-- Full transfer rights should be provided qualified graduates of community collegs.

-- Occupational programs should be given the fullest support and status within community colleges.

-- The community college, by the nature of its purposes, should relate to its local community and be governed by a local board or, at least, have a local supervisory board.

-- Financing should be increased and equitably shared by federal, state, and local governments.

-- The community college should charge no tuition, or low tuition.

SOURCE: University of Alaska Southcentral Region Self-Study, September 1974, page 5

SPECIFIC OBJECTIVES

As they have developed, specified objectives of the University of Alaska, Anchorage, are:

> To provide a resource center for the Anchorage vicinity and to attract a variety of students to its community-oriented University of Alaska, Anchorage campus by offering a broad spectrum of educational opportunities.

Anchorage Community College

The objective is to provide a learning opportunity to people of the community, specifically:

> To offer a full spectrum of lower-division academic studies for students who plan to continue toward the baccalaureate degree.
>
> To provide specific curricula in such areas as law science, police administration, early childhood development, secretarial studies, materials technology, electronic technology, and health occupations in which students can achieve associate degrees and qualify as paraprofessional employees.
>
> To provide short-term and one-year certificate programs in such areas as automotive, food service, accounting, banking and certain health occupations.
>
> To offer a wide variety of credit and non-credit interest courses to broaden the student's educational background.
>
> To provide Adult Basic Education Program (PREP) for students not qualified for college-level participation.
>
> To operate a Division of Community Services and an Affiliated Organizations office to encourage and support involvement in creative and cultural affairs which frequently have wide community participation.
>
> In addition to the above, the community college provides educational testing and counseling for the total Anchorage campus and the public as well.

SOURCE: A Study of Statewide Management of the University of Alaska System: Report of Management Team to Interim President and Board of Regents.

-- The objective of the community college is to offer a comprehensive educational program to meet the educational needs of the residents of geographical areas served. (p. 50)

-- What is valued by residents are educational services that are accessible and available. In the community college philosophy, this means educational services that are comprehenisve and community located. (p. 51)

-- This comprehensive and diverse curriculum help fulfill an "open-door" concept so that students with varying abilities may profit from post-secondary educational opportunities. (p. 50)

-- In many communities the community college can serve as the cultural and learning center of the community and even as the community center for most public activities in smaller communities. (p. 15)

SOURCE: Preamble to the Faculty Contract Agreement between the University of Alaska and the Alaska Community College Federation of Teachers, Local 2404 AFL-CIO, effective April 1, 1977

The University and the Union both recognize that Alaska's community colleges are composed of a diversity of groups and interests. Both parties have the common purpose of providing dynamic educational services and quality instruction to the communities served and to the State of Alaska.

SOURCE: Academic Development Plan for the University of Alaska, 1975

"In many communities the community college can serve as the cultural and learning center of the community." (p. 30)

"This responsiveness to community needs has underlain the tremendous strength and popular support of the College." (p. 163)

". . .new construction would bring post-secondary education closer to the homes of the people to be served without sacrificing quality." (p. 164)

SOURCE: Robert W. Hiatt, "Quality Education--What Is It?" Academic Development Plan, 1975, p. 20.

"The University's stated purposes clearly call for educational quality which will enable its graduates to endure and enjoy a civilization that is experiencing the highest rate of scientific, technological, social and political change of any previous period in history. The question the University community must address--faculty, students, administrators, and interested public--is this: Will the quality of the University's programs enable its graduates to transcend the narrow bounds of mere achievement and go on to serve our larger society?"

SOURCE: Action in Alaska: Proceedings, Spring 1977

"Community services activities should be defined and evaluated in terms of the community they serve . . ." (and) 1. should incorporate service to direct target groups with special needs (i.e. women, minorities,) . . . 2. should coordinate "available community resources thereby serving as a catalyst for community improvement", 3. should "serve as an incubator for innovative programs to reach new areas of the community" and 4. should contribute to the parent area, the University, which often needs a public relations arm. (Dr. Stelle Feuers, p.9)

"We must believe that given enough time and encouragement, almost everyone can learn basic skills and more." (Dr. Terry O'Banion, p. 7)

House Bill No. 410
Introduced 3/29/77

"THE COMPREHENSIVE COMMUNITY COLLEGE. The comprehensive community college includes flexible, versatile programs of post-secondary instruction, counseling and advising, job placement, and other activities designed to meet the needs of the area it serves, including but not limited to,

(1) course and curricula that lead to associate degrees or that enable the student to transfer to the institution of higher education granting baccalaureate degrees;

(2) occupational education including vocational-technical programs and cooperative education in conjunction with employment in business and industry that enable the student to develop technical skills in a chosen trade or occupation and lead either to a degree or a certificate of completion;

(3) general education and public interest courses designed to meet the needs of a community, to enable a person to expand his knowledge, improve the quality of this life, or acquire, change or update a skill that a person lacks or that has become obsolete . . ."

C. Philosophy

Implicit in many of these statements are the following beliefs:

1. Every human being has worth and value.

2. People derive pleasure and satisfaction from learning something new.

3. To be engaged in the process of learning is to enhance the quality of life.

4. Every human being should have the opportunity for lifelong learning, quality education and freedom of choice.

5. Freedom to pursue one's self-defined goals carries with it the responsibility for the choices one makes.

6. A community college best serves its clients when its response to their wants and needs increases the individual's--and hence the society's--ability to cope with its problems and to meet the challenges of rapid change.

D. Goals

To be responsible to the community to provide:

1. Basic education, general education, and community service programs.

2. Quality education and responsiveness to the wide range of student needs through flexible scheduling, non-traditional course offerings, etc.

3. Long range planning, efficient operation, and accountability.

4. An environment where all aspects of human growth and development can flourish.

5. Leadership and direction for community needs.

6. An opportunity for all Alaskan citizens to grow to their full potential.

7. An open-door policy which includes a diverse curriculum, an appeal to the non-traditional student, and low or no tuition fees.

8. Services for rural Alaska through an outreach program.

9. Programs that are accessible to all who wish to profit from them.

10. Programs related to local employment opportunities.

11. A cooperative relationship with all post-secondary institutions.

12. A cooperative relationship with community agencies.

13. A cooperative relationship with community schools, secondary and elementary schools.

14. Assessment of community needs and a seeking out of ways to serve those not now being reached.

15. Opportunities for each student to:
    a) achieve proficiency in at least one pursuit.
    b) learn to communicate effectively, develop cultural and aesthetic appreciation, and participate actively and responsibly in community affairs.
    c) be accepted as he is and given whatever information and guidance he wants and needs in order to choose his own direction.

Institutional Goals

- to achieve autonomy
- to decentralize primary decision making within the college itself

- to become a truly "comprehensive" community college

IV. CONSIDERATION OF THE CONSEQUENCES OF ADOPTING CERTAIN KEY GOALS: AREAS OF POTENTIAL CONFLICT AND ALTERNATIVES FOR RESOLVING THEM

A. What are some of the supplemental goals that are necessary to accomplish the following major goals?

Major Goals:

1. Community Orientation

Supplemental Goals:

a. to undertake consumer research including need assessment and program evaluation
b. to identify and focus on potential and existing client groups
c. to assure that innovative offerings are a result of satisfying needs and wants rather than a result of change for its own sake
d. to offer clients a choice of programs and courses
e. to recognize the total effect of each part of the community college on the student

2. Comprehensive

A comprehensive community college has a broad, balanced and equitable emphasis on academic, occupational, community service and interest level courses, whether on-or-off campus. Implicit in this definition is the flexibility necessary to respond to ever-changing community needs and wants.

Supplemental Goals:

a. to offer programs to meet career, community, and transfer needs and wants.

Note: Traditional means of meeting these needs have been to offer programs in each of the following catagories. Possible definitions of these departments are provided below, but we hope that they will not prevent you from considering alternate ways of achieving these same goals. Community Education, for instance, might be offered through a department of Career Education or Transfer Studies, or Community Services.

CAREER EDUCATION provides planned and meaningful experiences that contribute to self-development as it relates to various career patterns. Career Education should take place as all levels of education and place an emphasis on career awareness, on occupational preparation including decisions about educational requirements, and on an understanding of the interrelationship between a career and one's lifestyle.

COMMUNITY EDUCATION provides educational programs at off-campus locations, both permanent and temporary, wherever a particular need occurs. In "going where the people are," Community Education first seeks to identify new clients and then develop flexible programs and innovative teaching methods to match changing community needs.

COMMUNITY SERVICES provides service to and for the community and serves as a catalyst for action within the community. Community Services sponsors non-credit courses, programs for special interest groups such as for the elderly, women, and non-profit agencies; it also schedules facilities, provides support services, organizes and coordinates activities with other community groups such as the Arts Fair.

b. To assure there is abalance of programs
c. to assure that the programs are flexible and accessible

3. Open Door

Open Door means that anyone over eighteen may attend. There are no restrictions on the classes a student may take except for courses with prerequisites, or special programs that can handle only a certain number, or that have academic entrance requirements. We hope, however, that "Open Door" will not ever come to mean automatic passing of a course, but that it will always mean an opportunity for success in achieving self-defined goals.

Supplemental Goals:
a. to provide information, guidance, and counseling to clients in making educational goal choices
b. to simplify the procedures for registration
c. to offer financial aid assistance
d. to maintain flexibility
e. to be accessible to clients with questions and problems

4. Quality Education

Quality Education refers to all courses and programs at a community college that from the client's perspective do an

excellent job of helping to satisfy their self-defined needs and wants.

Supplemental Goals:
a. to offer goal choices to clients
b. to keep clients informed about course content and foreseeable consequences of goal choices
c. to offer knowledgeable instruction in both subject matter and client oriented teaching methods

5. Cooperation

Supplemental Goals:
a. to coordinate programs with the University of Alaska, other community colleges and universities, community schools, local school districts, COMBASE, businesses, government units, and civic organizations
b. to coordinate intra-campus departments, programs, and locations

6. Responsible Decision Making

Responsible decision making provides an opportunity for clients as well as faculty, administrations, and staff to learn how to make individual choices and to assume responsibility for them.

7. Life-long Learning

8. Autonomy

Autonomy involves the ability of the institution to establish control and shape its own destiny. It involves determining an institution's philosophy, mission, and goals while it allows flexibility to meet a particular community's needs and wants both for programs and delivery systems, it does not mean total independence or lack of awareness of other institutions' problems but instead a responsibility to cooperate with them.

9. Solving Community Problems

Supplemental Goals:
a. to provide the time, finances, and educational resources to identify and help solve community problems

10. Supportive Learning Environment

Supportive learning environment refers to both the physical surroundings and the social relationships within the community college.

Supplementary Goals:

a. to provide adequate study areas, classrooms, and offices
b. to provide easy access to library materials
c. to provide academic advising and counseling
d. to provide challenging classes
e. to provide a liaison among counseling staff, learning center staff, library staff, and faculty
f. to encourage a commitment on the part of all who deal with clients to accept them as they are and encourage them in pursuing their educational goals

B. What are some of the potential conflicts between goals? What are some of the alternatives for resolving them?

1. Comprehensive vs. Quality

Statement about Comprehensiveness	Possible Negative Effects	Alternatives
a) In an extreme form attempts to become all things to all people.	Dilution of resources and a decrease in the quality of our services i.e. teaching and counseling become increasingly difficult because of the number and variety of student needs. Hence, students do not get proper assistance. As a result, unrealistic and undesireable goal choices lead to dissatisfaction with courses and programs. High drop-out rate.	1)Assess needs; plan direction of growth; determine priorities. 2)Find means to expand resources and/or to use existing ones more efficiently. 3)Develop off-campus centers to meet specific needs. 4)Have orientation programs for students and staff and keep all continually informed. 5)Have follow-up studies on students, both those who continue and those who drop out. 6)Evaluate programs and change or cut ones that are not successfully meeting wants and needs of students.

Statement about Comprehensiveness	Possible Negative Effects	Alternatives
b) Leads to large number of part-time teachers.	Part-time faculty not available to students other than in class. Problems in coordinating full and part-time faculty. Part-timers not always acquainted with community college philosophy or with special needs of students. Limited administrative time available for supervision, evaluation, orientation.	1) Restrict number of part-timers. 2) Require office hours and meetings as part of part-timer's duties. 3) Limit number of programs offered. 4) Relax standards of excellence needed to produce quality.

2. Autonomy vs. Cooperation

Statement about Autonomy	Possible Negative Effects	Alternatives
a) The authority to make independent decisions in an extreme form leads to a limited perspective on the institutions function.	Unproductive competition for the same clients resulting in mere duplication of offerings.* Competition for limited resources. Rough transition for students to and from other educational institutions. Isolation from the life of the community.	1) Establish liaison with educational institutions and other parts of the community. 2) Base the decisions made keeping the welfare of the students always as the prime consideration.

* We think it is worth considering that competition among educational institutions may have positive results for clients.

3. Open door vs. Quality

Statement about Open Door	Possible Negative Effects	Alternatives
a) Anyone over 18 can enroll in classes	Lack of adequate background preparation for certain courses.	1) Establish means to provide proper placement--particularly in skills courses.
		2) Promote close coordination between those engaged in counseling and guidance activities and those teaching classes.
		3) Offer grading options for students to choose, such as A-F; pass/no pass; credit/no credit. Counsel students on possible consequences of various choices.
	Potential students do not find courses to meet their needs.	4) Offer broad scope of courses at various levels of difficulty.
		5) Do a "wants & needs" assessment.
		6) Provide ongoing assessment of existing programs to ensure that wants and needs are met.
	Potential students cannot afford tuition.	7) Low or no tuition.
	Potential students do not have adequate information about existing programs and courses.	8) Establish an active program of outreach.

Statement about Open Door	Possible Negative Effects	Alternatives
	Potential students are unfamiliar with the academic environment.	9) Offer grading options (see above).
		10) Promote active commitment on the part of the faculty, administration staff, and counselors, to keep students informed as to their options and the possible consequences of a particular choice.
		11) Establish follow-up procedures to study reasons for student drop out.
		12) Establish efficient registration procedures.
	Instructors lower grading standards; students expect to pass without doing much work.	13) Maintaining high grading standards, clearly stated.
		14) Offer grading options (see above).

V. SUMMARY

We feel uneasy about using some of the popular community college phrases as goals because terms like comprehensive are too often accepted without question. Our analysis caused us to question whether a greater and greater degree of comprehensiveness, for instance, does in fact lead automatically to better and better service to the community.

We identify two major problems with adopting these goals. First, it appears to us that there comes a point beyond which further pursuit of a particular goal may produce decreasing returns. For example, if to be fully comprehensive means attempting to be all things to all people, the nearer we approach that goal, the more we may find it impossible to achieve. Resources used to achieve an impossible goal are not wisely spent; and to us, limited goals seem more realistic.

Second there is a potential negative effort of striving for one goal without recognizing the impact on other goals. Our concern is that these potential goal conflicts be identified and resolved in preparing a philosophy, mission, and goals statement rather than having them emerge in our educational performance. In summary, to achieve effective results requires we consider a community orientation and the consequences of adopting key goals for Anchorage Community College.

SECTION B

BACKGROUND DATA

THE SERVICE AREA

Anchorage Community College primarily serves the areas of Anchorage, Girdwood and Portage. The immediate service area is shown in figure 1, it is bound to the north by the Knik Arm and Eagle River, to the south by Turnagain Arm, to the west by Cook Inlet, and to the east by the Chugach Mountains. The term immediate is meant to refer to those areas where population is concentrated and where the area is readily accessible. This identification of the service area is provided as a foundation for master planning. At the same time, Anchorage Community College recognizes the need to respond to the special needs of other populations who may be physically located outside the immediate service area. For example, the need for special courses/programs for North Slope employees of British Petroleum or Alyeska both of whom maintain Anchorage based Alaska operations headquarters is considered to be a special population. In addition to this example, Anchorage Community College may respond on a statewide basis to needs in areas where other community colleges do not exist or where the local community college requests the mutual assistance of ACC.

The identification of the immediate area provides us with a basis for needs assessment and population/demographics analysis.

Page 36 (Map of the Anchorage Community College Service Area) was removed prior to the document's submission to the ERIC Document Reproduction Service.

HISTORY OF ANCHORAGE COMMUNITY COLLEGE

Anchorage Community College was officially organized on January 1, 1954, under the Community College Enabling Act, Chapter 57, of the Session Laws of Alaska, 1953. Opening on February 8, 1954, with late afternoon and evening classes at West High School, first semester enrollment reach 385. A number of classes were also held at the military bases.

In its embryonic years, ACC was operated jointly by the Anchorage School District and the University of Alaska and was accredited during this time period through its organizational affiliation with the University. In 1962, the Alaska Legislature incorporated the community college into the University of Alaska's statewide system of higher education.

The present campus site on Providence Drive became the permanent central campus in September 1969. At that time, five buildings, provided for the 3,000 students attending ACC. Other classes were continued at the military bases and various buildings of the school district.

In the fall of 1970, the senior college joined ACC on the Providence campus.

In the early part of 1972, ACC had received full accreditation by the Northwest Association of Secondary and Higher Schools. In December of 1974, the University of Alaska, Southcentral Region, of which ACC was a part, was fully accredited by the Northwest Association of Secondary and Higher Schools.

In Spring of 1973, ACC as a part of UAA joins with AMU in the opening of the Consortium Library located adjacent to the UAA College of Arts and Sciences.

In the Fall of 1974, the faculty joins the Alaska Community College Federation of Teachers.

In June of 1977, the Board of Regents of the University of Alaska statewide system moved to separate the operation of community college organization at the state level. The details of the separation of specific functions is currently under study by an appointed commission.

Today, Anchorage Community College enrolls more than 7,500 students in programs for transfer, vocational-technical occupations, and community services. Adult Basic Education programs are provided to more than 600 students at the Northern Lights Blvd. facility. Aviation Technology programs are provided on site at Merrill Field, and programs for the employees of oil companies on the North Slope are being developed.

The future holds for ACC the challenge of responding to the needs of Alaska's diverse and transient population.

CALANDER
OF
HISTORICAL EVENTS

MARCH 1953	Community College Enabling Act becomes law.
JANUARY 1954	Anchorage Community College organizes under joint operation of Anchorage School District and University of Alaska.
FEBRUARY 1954	First semester enrollment of 385 start afternoon and evening classes at West High School.
1962	Community Colleges incorporate into the University of Alaska statewide system.
MARCH 1964	Major earthquake hits Anchorage area.
SEPTEMBER 1969	Anchorage Community College moves to Providence Drive campus.
FEBRUARY 1970	Five-building campus dedication.
SEPTEMBER 1970	Anchorage Senior College begins operation.
APRIL 1972	ACC receives full accrediation by the Northwest Association of Secondary and Higher Schools.
NOVEMBER 1973	ACC enrollment reaches 5,555.
DECEMBER 1974	University of Alaska, Southcentral Region, of which ACC is a part, receives full accreditation by the Northwest Association of Secondary and Higher Schools.
1975	Trans-Alaska Pipeline construction begins.
MAY 1977	Pipeline construction completed.
JUNE 1977	Board of Regents approve state level organization of community colleges separate from local university organization under newly created position of Chancellor of Community Colleges.
SEPTEMBER 1977	Dr. Neil Humphry assumes Presidency of the University of Alaska system.
OCTOBER 1977	Dr. Patrick O'Rourke appointed Acting Chancellor of Alaska Community Colleges.

ANCHORAGE EDUCATIONAL INSTITUTIONS

The Anchorage area has 53 elementary schools (K-6), 4 junior high schools (7-8 grades), 3 junior-senior high school complexes (7-12 grades), and 3 senior high schools (9-12 grades).

A private Methodist university, Anchorage Methodist University, provides programs in the liberal arts, management, humanities, social sciences, natural sciences, communication, natural resource management/ environmental studies, human resource development, and Pacific Rim studies. Fee is $75 per credit hour. It is opening anew in Fall 1977 after one year in suspended operation.

The University of Alaska, Anchorage, began operation in Fall 1970, offering Bachelor degrees in Arts, Business Administration, Education, Fine Arts or Technology and Masters degrees. Fee is $20 per credit hour (with a ceiling of $160 total) and $30 per credit hour for graduate credits.

Anchorage Community College began operation in 1954. It currently offers certificate and associate degree programs in transfer studies and various career education areas as well as community services program. Fees are the same as UAA.

As part of the Municipality's Parks and Recreation Department, fourteen community school associations provide locally controlled courses, in general interest, recreation, leisure, and other areas for all age groups. Varying in length and cost, courses are offered in conjunction with the Anchorage School District at neighborhood elementary and high schools.

A list of the existing community school associations as provided by the Municipality of Anchorage, Superintendent - Community Schools, (October 1977) follows:

School	Address
Baxter	2119 Baxter Road
Campbell	7206 Rovena Street
Fairview	1327 Nelchina Street
Inlet View	1219 "N" Street
Mt. View	4005 McPhee Street
Nunaka Valley	1905 Twining Street
Rabbit Creek	SRA Box 226-C
Sand Lake	7500 Jewel Lake Road
Scenic Park	3933 Patterson Drive
Service/Hanshew	4577 Abbot Road
Tudor	1666 Cache Drive
Turnagain	3500 W. Northern Lights Blvd.
Willow Crest	1004 West Tudor Road
Wonder Park	5100 E. Fourth Avenue

Numerous proprietory (or private trade) schools offer programs in such areas as pilot training, barbering, cosmetology, secretarial skills, etc. The major trade schools in Anchorage are listed on the following page.

Proprietary Schools
Anchorage Area

NAME	ADDRESS
Academy of Hair Design	610 E. 15 Avenue
Alaska Business College	328 E. 4 Avenue
Anchorage Beauty Colleges	303 W. Northern Lights Blvd.
Arctic Aircraft Company	3901 W. International Airport
Barbara's School of Dance	1317 E. 74 Avenue
Cardinal School of Travel	
Carpentry Training Center	3909 Arctic Blvd.
Conservatory of Dance	4412 Spenard Road
Dale Carnegie Courses	2526 Galewood
Electrical Apprenticeship School	5144 E. 22
Kastan School of Music	1117 Chugach Way
Nathan, Rober R. Assoc., Inc.	880 "H" Street
Personal Driving Studio	1426 W. 27 Avenue
Plumbers & Pipefitters Apprenticeship School	Potter Drive
Powers, John Robert Fashion and Finishing School	545 E. 4 Avenue
T & M Real Estate Institute	(Anchorage)

Source: Compiled by ACC planning staff, August 1977.

THE COMMUNITY

The Anchorage area is changing so rapidly that demographic information which is both current and accurate is difficult to find. A January, 1972 Greater Anchorage Area Borough document entitled People in Anchorage, the Greater Anchorage Area Borough 1970-1995 Population Projections (published in December, 1974), the Comprehensive Development Plan adopted on July 20, 1976, the Municipality's Human Resources Study, and reports from the Municipality of Anchorage Planning Department and the Anchorage Urban Observatory program have been used to supplement outdated information from the 1970 U.S. Census.

Some of the following information was copied directly from the indicated sources. In other cases, new compilations or computations were made. In each instance, the source is cited.

The planners who helped us to compile this data all emphasized that the information presented should be taken as a reasonable and careful projection, but no more than that. "At best, population projection is a risky business." (People in Anchorage, p. 40) Figures shown herein are likely to be correct to the nearest order of magnitude, and they should not be taken as absolutely accurate data.

More detailed information, some in the form of graphic displays, will be available at the charrette.

ANCHORAGE POPULATION GROWTH 1929 - 1976*

	Anchorage Population	Alaskan Population	% Growth in Anchorage
1929	2,736	59,278	4.6%
1939	4,229	72,524	5.8
1950	30,060	128,643	23.4
1960	82,736	226,167	36.6
1968	113,522	274,000	41.4
1970	126,333	302,173	41.8
1971	135,777	312,930	43.4
1972	144,215	324,281	44.5
1973	149,440	330,365	45.2
1974	162,499	337,000	48.2
1975	177,817	404,634	43.9
1976	185,179	413,289	44.8

*Current population estimates, Alaska Department of Labor

ANCHORAGE UNIFORMED MILITARY*

	Military Population	% of Total
1960	14,183	17.1%
1970	12,884	10.2
1971	14,450	10.6
1972	13,704	9.5
1973	14,046	9.4
1974	13,533	8.3
1975	12,642	7.1
1976	12,179	6.6

*Current population estimates, Alaska Department of Labor
Source: Municipality of Anchorage, Human Rosources Planning, Fall 1977.

Pages 45 and 46 (Population Projections abstracted from Population Projections 1970-1995, Greater Anchorage Area Borough, December 1974) were removed prior to the document's submission to the ERIC Document Reproduction Service.

Page 47-49 (Community Characteristics abstracted from 1976 Population Profile - Municipality of Anchorage, Anchorage Observatory Program, September 1976) were removed prior to the document's submission to the ERIC Document Reproduction Service.

Page 50 (Planning Districts and Planning Communities) and Page 51 (Population Density by Planning District - 1977) were removed prior to the document's submission to the ERIC Document Reproduction Service.

MEDIAN AGE COMPARISONS

YEAR	ANCHORAGE	ALASKA	UNITED STATES
1950	n/a	25.8	30.2
1960	23.8	23.3	29.5
1970	23.2	22.9	27.8 (1969)

SOURCE: "People in Anchorage", Greater Anchorage Area Borough Planning Department, January 1972.

SEX RATIOS: ANCHORAGE & THE UNITED STATES

(Percentages)

YEAR	ANCHORAGE		UNITED STATES	
	MALE	FEMALE	MALE	FEMALE
1950	65.6	34.5	49.7	50.3
1960	55.6	44.4	49.2	50.8
1970	52.4	47.6	48.8	51.2

SOURCE: "People in Anchorage", Greater Anchorage Area Borough Planning Department, January 1972.

COMMUNITY CHARACTERISTICS

The description of growth in the Anchorage area that follows was excerpted directly from the Greater Anchorage Area Borough report entitled "People in Anchorage". The statements are based on an analysis of information based on changes between 1960 and 1970; a more current version of this report is presently being done by the Municipality of Anchorage but was not ready for publication at this time. However, the analysis outlines some general characteristics of the Anchorage communities and of the populace at large:

> "Certain communities have demonstrated significant increase in terms of both total population growth and in relative growth. For example, the Muldoon, Lake Otis, Sand Lake and Eagle River-Chugiak communities have grown at a faster rate than has the entire Anchorage area. These increases have taken place in these locations for a variety of reasons, among which proximity to employment centers, educational facilities, and availability of suitable soil conditions for home building are probably paramount. Recent experience would seem to indicate that availability of adequate sewer and water systems is playing a much larger role in population shifts than has been the case in the past. In addition, availability of such scarce amenities as park and recreation facilities can be expected to become a critical factor in the near future.
>
> The older, more central portions of the area have tended to either stabilize or decline in both total and relative population since the 1960 Census was taken. The Central Business District, Government Hill, Military Bases, Mountain View-City View, and Inlet View-Fairview Communities have all exhibited stabilized or declining populations over the past ten years. . . The major reasons for this are generally related to the Communities either reaching or approaching their holding capacities (under present housing types, conditions and densities), encroaching commercial areas, and/or maturing populations with typically smaller average family sizes.

The Spenard Community's rate of total population increase was considerably greater than the entire Anchorage area between 1960 and 1968; however, the percentage increase between 1968 and 1970 fell slightly below that for the Anchorage area. This seems to indicate that this Community is approaching its holding capacity in a manner comparable to the older areas discussed in the preceding paragraph. In terms of relative increase, the Spenard Community has followed a pattern quite similar to its pattern of total population growth. The proportion of the Anchorage area population residing in the Spenard Community increased between 1960 and 1968 and then declined slightly between 1968 and 1970.

The Campbell Lake-Klatt Road, Rabbit Creek-Hillside and Abbot-O'Malley Communities taken together increased their total population by a much larger percentage than the entire Anchorage area between 1960 and 1968 . . . The percentage increase between 1968 and 1970 was slightly greater than that of the Anchorage area. In terms of relative increase, the proportion of the total population of the Anchorage area residing within these Communities nearly doubled between 1960 and 1968 and remained static between 1968 and 1970.

The Turnagain Arm Community has experienced substantial percentage increases over the past decade, although in terms of total numbers of people, the growth has been less significant. Most of the growth has taken place in the City of Girdwood and the adjacent Alyeska resort area. In terms of change, relative to the entire Anchorage area, the Turnagain Arm Community has remained static.

SUMMARY

The picture of the Anchorage populace which emerges . . . is characterized by several rather striking peculiarities and other more expected phenomena. The relative youth of the local population poses a situation wherein education consumes a large portion of the area's financial resources. Furthermore, the established trend is clearly set toward an even younger population. Another unusual characteristic of the Anchorage population is the disparity between males and females with the former dominant. The trend line here points toward more equality, at least in terms of proportionate numbers of each sex. The relatively small size of the minority groups is also unusual, although past experience would seem to indicate that the Alaskan Native group is becoming a proportionately larger segment of the Anchorage populace.

By the way of contrast with the above-mentioned peculiarities is the distribution of the local population. The older portions of the area are the locations of higher populaton densities as well as being the most racially mixed areas. These patterns coincide with those present in most urban areas across the country."

COMMUNITY NEEDS Abstracted From the

Synopsis of a recent Human Resources Study

Of 34 different recreational activities respondents reported the highest usage rates for walking, picnicing, camping, fishing, attending movies, hiking and bicycling, in that order. Cultural and art events fell predominately between 8th and 16th place, indicating strong useage; with participatory and spectator sports ranking throughout the scale from strong to very limited usage.

Spectator sports support a significant clientele, with baseball the most popular and hockey the least.

Art shows and exhibits, theaters and plays and music concerts reflect moderate to strong usage; 58% of those surveyed attended an art show in the past year; 46% had attended the theater.

Respondents prioritized Municipal funded recreation facilities needed as HIGH - (1) playgrounds, (2) bike trails, (3) picnic grounds, (4) swimming pools, (5) outdoor tennis courts; MODERATE - (6) baseball/ softball diamonds, (7) indoor gymnasium, (8) cross-country ski trails; LOW - (9) centers for meetings, (10) indoor tennis courts, (11) indoor skating rinks.

Approximately 62% of those surveyed used the public library at least once this year. Heavy users constituted 14%, moderate 19%.

Approximately 25% of the households surveyed use child care in the form of a babysitter (13%), day care (10%), and nursery schools (7%). When asked to describe consideration used for selecting child care services, 55% indicated that program was most important, 36% indicated location and 9% mentioned cost.

Source: Municipality of Anchorage, Human Resources Planning, Fall 1977.

Page 57 (Community Needs, abstracted from Mid-Year Report March 1977, The Alaska Public Forum, The Alaska Growth Policy Council, March 1977) was removed prior to the document's submission to the ERIC Document Reproduction Service.

Pages 58 and 59 (Community Needs, excerpted from Community and Junior College Journal, September 1977) were removed prior to the document's submission to the ERIC Document Reproduction Service.

THE JOB MARKET

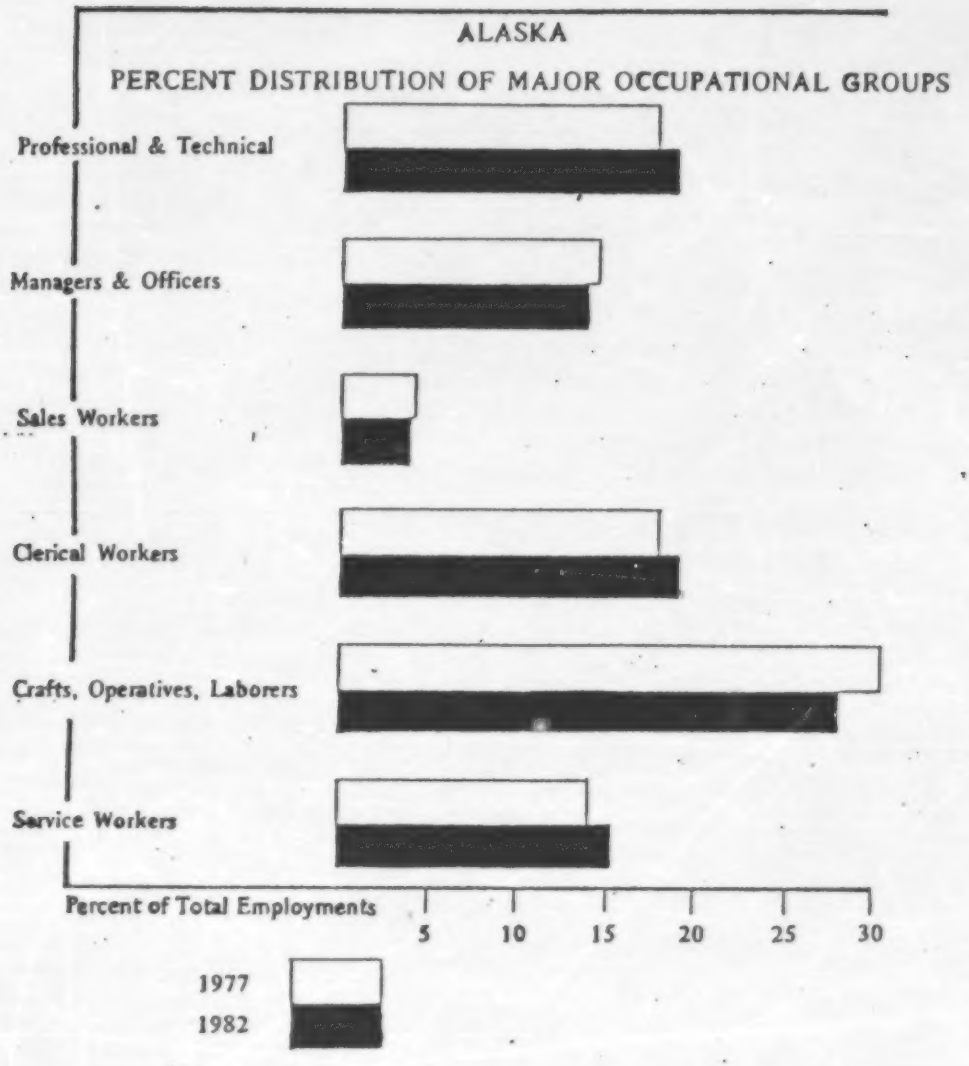
Since one of the stated functions of the Community College is concerned with training and educating for employment, the characteristics of the marketplace where students will seek jobs are important. The State of Alaska has undergone significant shifts in employment primarily resulting from the impact of the pipeline.

The State of Alaska Department of Labor maintains a continuous study of state and local job markets. Information is given by industry classifications and by occupational categories. In addition, the State Vocational Education Plan developed projections by instructional programs. Historical data and projections from these two sources are included.

Page 61 (Industry Breakdown in Alaska, 1973 and 1975, from Alaska's Economic Outlook 1966-1978, State of Alaska Dept. of Labor, July, 1977) was removed prior to the document's submission to the ERIC Document Reproduction Service.

Page 62 (Annual Averages, Industrial Composition Trends and Projections, Anchorage SMSA, from Anchorage Annual Planning Report for Fiscal Year 1978, Alaska Department of Labor, Research and Analysis Section, May 1977) was removed prior to the document's submission to the ERIC Document Reproduction Service.

Pages 63-65 (Estimate Employment and Projected Average Annual Openings 1977-1982 By Occupation, Anchorage Area, from Anchorage Annual Planning Report for Fiscal Year 1978, Alaska Department of Labor, Research and Analysis Section, May 1977) were removed prior to the document's submission to the ERIC Document Reproduction Service.



Source: Occupational Employment Forecast - 1977, State of Alaska Department of Labor Research and Analysis Section, May 1977.

Page 67 (Employment Opportunities Related to Vocational Education Programs Labor Demand and Supply Summary, Fiscal Year Ending June 30, 1977, from Alaska State Plan for State Vocational Education - Fy 1977, State of Alaska Department of Education, Juneau, Alaska) was removed prior to the document's submission to the ERIC Document Reproduction Service.

THE COLLEGE

Anchorage Community College offers programs in career education, transfer studies, adult basic education, continuing education and community services. With the recent restructuring of the college's program arising out of a recent Board of Regents' decision to separate the community colleges from the university programs at the local level, the definition of each of these program areas is in flux; prospective definitions are included in the Mission Task Force report.

However, for Fall 1976 enrollment distribution by credit hour production were as follows:

1. Approximately 50% of the credit-hour production is transfer studies, courses that represent the lower division portion of a four-year degree. Included are subject areas such as social science, geography, mathematics, biology, history, humanities, psychology, etc.

2. Approximately 32% of the credit-hour production is career education, courses that lead to employable skills upon completion of programs one or two years in length.

3. The remaining 18% of the credit-hour production is credit and non-credit programs offered including programs at the Ft. Richardson Army Base, Elmendorf Air Force Base, and the Northern Lights Adult Basic Education facility. (Note: Credit-hour production for non-credit and less than semester length courses is determined by use of a credit equivalency formula.)

Enrollment has steadily increased over the past few years. Enrollment and student characteristics are regularly prepared by the Office of Admissions and Records - Institutional Studies. Since the Community College in the past has been an integral part of the University of Alaska, Anchorage, some of the data given represents composite ACC and UAA statistics.

Organizationally, ACC and UAA share many of the administrative functions: admissions and records, accounting, purchasing, maintenance, security,

graphics and duplicating services, etc. However, programs are separately administered. The most recent organization chart for ACC is included.

Page 70 (Anchorage Community College Fact Sheet--FY 77 or Fall 1976-Spring 1977-Summer 1977, prepared by the Master Planning Office, Anchorage Community College, August 1977, using information from the Alaskan Community College Federation of Teachers, the UAA office of Institutional Studies, FY '76 Budget, and the college catalog) was removed prior to the document's submission to the ERIC Document Reproduction Service.

ENROLLMENT PATTERNS
In Headcount and F.T.E. - Fall 1969 to Fall 1977
Anchorage Community College

FALL OF YEAR	HEADCOUNT	F.T.E.[1]	RATIO: HEADCOUNT TO F.T.E.
1969	3,098	1,154	2.68
1970	2,501	1,501	1.67
1971	4,226	1,983	2.13
1972	5,280	3,235	1.63
1973	6,013	2,932	2.05
1974	6,474	2,987	2.17
1975	7,081	2,974	2.38
1976	7,346	3,095	2.37
1977[2]	7,250	2,770	2.62

NOTES: [1] 1 F.T.E. student = 15 credit hours

[2] Represents third week data without equivalent credit for non-credit and short courses. All figures prior to 1977 are end of semester and include equivalent credit.

SOURCE: Office of Institutional Studies, University of Alaska, Anchorage, data as of 10/1/77

DRAW ANALYSIS
Credit Enrollment as a Percent of the Population

YEAR	POPULATION	FALL SEMESTER HEADCOUNT	PERCENT HEADCOUNT OF POPULATION
1970	126,333	2,501	2.0%
1971	135,777	4,226	3.1
1972	144,215	5,280	3.7
1973	149,440	6,013	4.0
1974	162,499	6,474	4.0
1975	177,817	7,081	4.0
1976	185,179	7,346	4.0

SOURCE: Compiled by ACC planning staff using enrollment data from UAA Office of Institutional Studies and population data from Alaska Department of Labor shown elsewhere in this packet.

Page 73 (Programs at Anchorage Community College, abstracted from the University of Alaska - Anchorage Catalogue) was removed prior to the document's submission to the ERIC Document Reproduction Service.

MEAN AGE OF STUDENTS AT A.C.C.

	Fall '73	Fall '76
Full-time students	24.0	25.2
Part-time students	28.3	29.3
Composite	27.1	28.5

SOURCE: 1973 data is taken from the U of A Southcentral Region Self-Study - September 1974; 1976 data is from the UAA Office of Institutional Studies.

Sex and Status of Students - Credit Programs

As a Percent of Total Enrollment

SPRING 1977

	MALE	FEMALE	TOTAL
Full-time	8%	8%	16.0%
Part-time	43	41	84.0
Total	51	48	100.0%

FALL 1977

	MALE	FEMALE	TOTAL
Full-time	10%	10%	20%
Part-time	37	43	80
Total	47%	53%	100%

SOURCE: University of Alaska, Office of Admissions and Records, Report L2008-Student Statistics dated 10/1/77 for Fall 1977 and 6/10/77 for Spring 1977.

NOTE: Includes all lower division enrollment and all enrollment without class standing (ACC + UAA).

Percent Distribution
of students by credit-hour load
Anchorage Community College

Credits	Spring 1977 % of total	Fall 1977 % of total
0-3	44%	27%
4-8	26%	44%
9-12	14%	17%
13-15	8%	7%
16-18	5%	4%
18-22	3%	1%
TOTALS:	100%	100%

SOURCE: Office of Institutional Studies, University of Alaska, Anchorage.

STUDENT CHARACTERISTICS
ETHNIC/RACIAL COMPOSITION
SPRING 1977

	HEADCOUNT	% OF UAA TOTAL	CREDIT HOURS	% OF UAA TOTAL
ASIANS	110	1.17%	769.5	1.32%
BLACKS	319	3.40%	2485.5	4.27%
SPANISH	116	1.24%	770.0	1.32%
AMERICAN INDIANS	72	.77%	616.0	1.06%
ALASKAN INDIANS	93	.99%	882.0	1.52%
ESKIMOS	95	1.01%	923.0	1.59%
ALEUTS	47	.50%	462.0	.79%
ALASKAN NATIVE TOTAL (INDIANS, ESKIMOS, & ALEUTS)	235	2.50%	2267.0	3.90%
MINORITIES TOTAL	852	9.08%	6908.0	11.87%
TOTAL	9374		58,141.5	

SOURCE: UAA Office of Institutional Studies, April 5, 1977 using.

Page 78 (Organization Chart, Anchorage Community College) was removed prior to the document's submission to the ERIC Document Reproduction Service.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

MAR 14 1980